Chapter-8
Conclusion

It is universally true that the education is a paramount factor for the development of human resource especially women folk. Reports and recommendations of national commissions and committees since 1854 confirm it. Sir Charles Wood Dispatch started the promotion of girls’ education in India in 1854. Since then the government efforts are aimed to give financial and administrative incentives for spreading facilities for female education by bringing legislative measures from time to time.

- With all these concerted efforts by the center and the state government, the trend of attaining literacy among females of younger generation is increasing in all the educational levels.
- In Haryana, the most distinctive feature is that the range of female literacy (difference between highest female literacy rate and lowest female literacy rate) in rural areas is higher than the urban.
- A remarkable progress in female literacy in urban areas has been found in Mahendergarh district.
- Panchkula district has the highest percentage of primary level educated females in all the age groups.
- In 15-34 years age group, the highest percentage of primary level educated females has been recorded in the northeastern part of Haryana (Kurukshetra, Ambala, Yamunanagar districts) and in the southern district of Mahendergarh.
- Only females of two small pockets situated in the northeast (Panchkula, and Yamunanagar districts) and southcentral districts (Rewari and Jhajjar districts) have attained primary education from 20% to 29.9% in the age group of 9 to 11 years.
- In all the districts, more than 50% females have attained primary education level in the age group of 12-14 years.
- Females attain middle education in less percentage in 12-14 years age group in those districts in which the percentage of middle educated females is less in 15-34 years age group such as Fatehabad, Jind, Kaithal and Gurgaon districts.

- In western districts (Sirsa, Fatehabad) of Haryana, the percentage of senior secondary education level attained females is less than other districts. In urban areas of Fatehabad, Sirsa, Faridabad and Kaithal districts, the percentage of senior secondary education level attained females is found to be two to three times more in the age group of 18-24 years than in the age group of 25-34 years whereas in rural areas, it is four to five times more.

- In rural areas, noticeable inter-district gender gap disparities have been observed in 12 to 14 years age group as well as 15 to 34 years age group. Despite several measures taken by the Government and Non Government agencies, the highest female literacy in Haryana is still lower than the lowest male literacy.

- The Gender gap has been recorded less in the younger age group than the older age group in all the educational levels.

- The rural urban gender gap has reduced in younger age groups in all the educational levels. Rural – urban disparities are nearly wiped out in 9-11 years age-group at primary education level even in districts showing marginal disparities such as Sirsa, Panipat, Mahendergarh and Faridabad. Rural-Urban disparities are persisting in 12-14 years of age group and 15-34 years age group. Maximum rural-urban disparities are noticed in 12-14 and 15-34 years age-group in Gurgaon and Faridabad district.

- The gender gap in secondary education level attained population is comparatively less in all the districts in the age group of 15-24 years than in the age group of 25-34 years.

- The gender gap has reduced in various districts of Haryana from 25 to 34 years age group to 18 – 24 years age group in senior secondary education level. In general, in 12 districts, gender gap at senior secondary
level of education is reduced by less than 3 percent in points. In other districts reduction in gender gap is more than 3%

- Female literacy rate in slums is higher than the rural areas and in them gender gap in literacy is low. Thus, literacy wise slums are better than rural areas.

- Positive correlation has been observed between the availability of number of schools per district per thousand females and educational attainment of females. Similarly positive correlation has also been established between the availability of the number of female teachers per district and educational attainment of females. Co-efficient of Co-relation results indicate that there is positive correlation between percentage of total population below poverty line and percentage of gender gap in literacy (0.4). In other words, poverty is hindrance in attainment of literacy among females. On finding probable error (P.E.), it is not found significant.

- Co-efficient of correlation (0.6) between female work participation rate in agriculture and gender gap in literacy confirms the significant positive correlation between female work participation rate in agriculture and the gender gap in literacy. In urban areas, co-efficient of correlation between Female Work Participation in agriculture and gender gap in literacy is significant (0.9).

- Districts with larger percentage of primary schools within habitation or within one kilometer distance from habitation, have larger percentage of primary stage of education attained girls among total girls in specific age-group of 9-11 years and 12-14 years.

- Efforts of government to reduce the distance between middle stage schools and habitation for increasing net female middle stage education attainment ratio for 12-14 years age group by and large appears successful. Correlation Co-efficient values reveal positive correlation between number of female teachers per school predominantly teaching at
middle level for 12-14 years age group and net female middle stage education attainment ratio (NFMSEAR) in the specific age group of 12-14 years.

- The indicators of educational facility and availability of number of secondary schools per thousand females for 15 to 16 years age group confirm their positive impact on net female secondary stage educational attainment ratio in the age group of 15-24 years.

- It has been found that at senior secondary stage of education, large number of female teachers per senior secondary school promotes net female senior secondary school education attainment ratio.

- Moderately significant positive correlation between availability of college within habitation or at a distance of less than 5 kilometers from college and higher education attainment of girls in specific age group 20-24 years has been observed; and less response to availability of colleges in terms of attainment of higher education if they are located at a farther distance than 5 kilometers.

- Net females educational attainment ratio in graduate and above education level in the age group of 20-24 years is more than 2.3 in those seven districts where the percentage of colleges is within habitation / within five kilometers having a college. Out of these seven districts, four districts are situated in the northeast. These are those districts which have either university or more access to university education by being in proximity to university education (Kurkshetra university and Punjab university).

- Regression co-efficient shows that among all the variables (poverty, participation of females in agriculture, parents education, mothers education or fathers education etc.) per capita income per household member affects education level of females in total area situation at the rate of 4%, in case of urban areas 15% and in case of rural areas only one percent.

- In all the age groups, illiterate females are more employed as marginal workers than the main workers in Haryana irrespective of their rural and
urban demarcations. Rural areas reveal higher proportion of females employed as main/marginal workers than urban areas.

- The females are working more as main workers on attainment of graduation and above education level.
- Technical education attained females are employed more as main workers than general education attained females. The largest proportion of females are employed as market oriented skilled agricultural and fishery workers. Second largest category of females are employed in teaching profession.
- Market oriented skilled agricultural and fishery, teaching associate profession, teaching profession, sales and services in elementary, labourer in mining, constructions, manufacturing and transport, other craft and related trade, personal and protective service, stationary plant and related operation, precision, handicraft, printing and related trade are principal occupations in National Classification of Occupations in Census 2001 wherein more than 30 females are engaged in each category per 1000 females in occupations other than cultivation and agricultural labourer at sub division level of classification.
- Amongst these occupations market oriented skilled agriculture and fishery stationary plant and related operation, precision, handicraft, printing and related trade is more frequently taken up by rural females and teaching, sales and services, mining, construction, manufacturing and transport is taken up by urban females in Haryana.
- From field work data, it has been found that female teachers, separate toilet facility for girls has direct impact on enrolment of girls in schools.
- Enrolment of girls is less in those villages where gujjars and meo population is dominating.
- Illiterate or literate below matric are working as cultivators, Agricultural labourers and construction workers. Graduate and above education females are working as teachers, clerks, nurse.
From the facts and data above, it can safely be concluded that the policies and programmes instituted from time to time has resulted in a positive impact on educational attainment of females and their active participation in the category of main workers and hence prove as a better Human Resource in Haryana.